

R E P O R T R E S U M E S

ED 015 165

SP 001 399

TESTS FOR THE EVALUATION OF SCHOOL DISTRICT POLICIES ON
TEACHER'S SALARIES.

NATIONAL EDUCATION ASSN., WASHINGTON, D.C.

PUB DATE 67

EDRS PRICE MF-\$0.25 HC NOT AVAILABLE FROM EDRS. 23P.

DESCRIPTORS- BACHELORS DEGREES, DOCTORAL DEGREES, EVALUATION,
*EVALUATION METHODS, EVALUATION TECHNIQUES, MASTERS DEGREE,
*SALARIES, *TABLES (DATA), *TEACHER SALARIES,

THE NATIONAL EDUCATION ASSOCIATION'S 1967-68 EVALUATIVE
INSTRUMENT FOR SALARY SCHEDULES OF CLASSROOM TEACHERS
CONSISTS OF 10 TESTS, EACH WITH A MAXIMUM SCORE OF 100
POINTS. IT IS DIVIDED INTO TWO SECTIONS (1) THE ADEQUACY OF
THE AMOUNTS SCHEDULED AND (2) THE STRUCTURE OF THE SCHEDULE
IN TERMS OF DESIRABLE PRACTICES. THE 10 TESTS ARE (A) DOLLAR
AMOUNT OF THE MINIMUM SALARY FOR THE BACHELOR'S DEGREE, (B)
DOLLAR DIFFERENCES BETWEEN THE MINIMUM AND STEP 11 OF THE
BACHELOR'S DEGREE CLASS, (C) DOLLAR AMOUNT OF THE SALARY FOR
THE MASTER'S DEGREE CLASS AT STEP 11, (D) DOLLAR DIFFERENCES
BETWEEN BACHELOR'S AND MASTER'S DEGREE CLASSES AT STEP 11,
(E) THE AMOUNT OF THE MAXIMUM SALARY FOR THE HIGHEST CLASS
NOT REQUIRING AN EARNED DOCTOR'S DEGREE, (F) RATIO OF THE
MINIMUM SALARY FOR THE MASTER'S DEGREE TO THE MINIMUM FOR THE
BACHELOR'S DEGREE, (G) RATIO OF THE AMOUNT FOR THE MASTER'S
DEGREE AT STEP 11 TO THE MINIMUM FOR THE BACHELOR'S DEGREE,
(H) RATIO OF THE MAXIMUM SALARY FOR SIX YEARS OF PREPARATION
TO THE MINIMUM FOR THE BACHELOR'S DEGREE, (I) INCREMENTS IN
THE MASTER'S DEGREE CLASS, AND (J) RECOGNITION OF ANY AND ALL
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TESTS

FOR THE EVALUATION OF SCHOOL DISTRICT POLICIES ON TEACHERS' SALARIES

INCLUDING

- Instrument for Evaluation of
Teacher Salary Schedules, 1967-68
- Tests of Policies for Implementation
of Teacher Salary Schedules
- Profile Chart for Analysis
of Teacher Salary Policies

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 Sixteenth Street, Northwest ■ Washington, D. C. 20036

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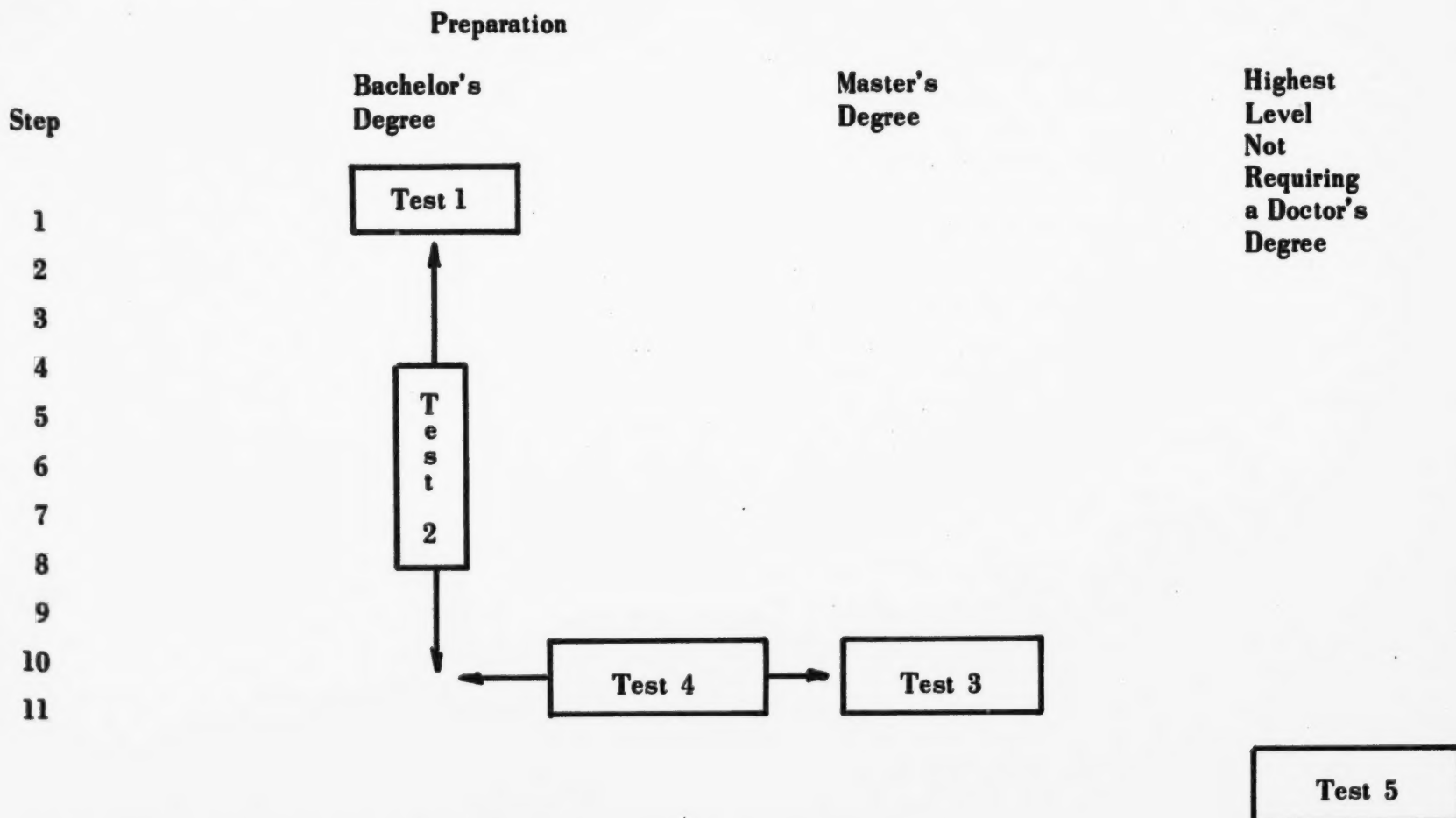
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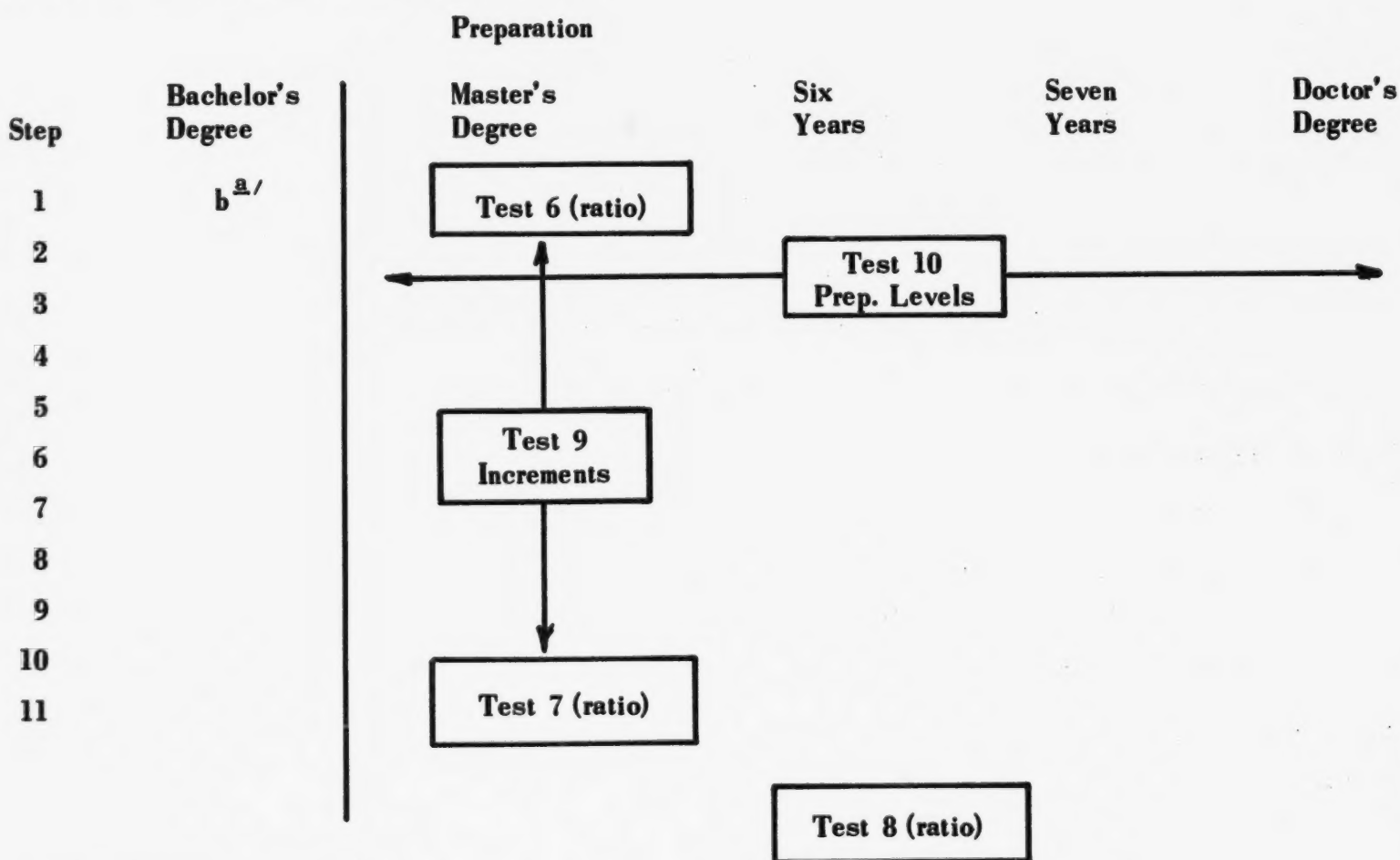
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DIAGRAMMATIC SKETCH OF CHECK-POINTS IN THE TESTS OF PART A and PART B

PART A – SCHEDULED DOLLAR AMOUNTS



PART B – STRUCTURE OF THE SCHEDULE



^{a/} Base for Ratios and Percents

INTRODUCTION

The school year 1967-68 is the third consecutive year that the National Education Association has undertaken an objective evaluation of salary schedules for classroom teachers. Salary schedules serve as the basis for remuneration of members of the teaching profession and have an important role in attracting and retaining them in individual school systems and in the profession. It is important, therefore, that desirable practices be recognized, both in providing adequate amounts of remuneration, and in structuring the schedule with respect to factors such as recognition of advanced levels of preparation and number of increments.

The staffs of the NEA Research Division and of the NEA Salary and Negotiation Consultant Service have worked jointly in the development of an objective instrument for evaluating salary schedules for classroom teachers. The developmental work has involved extensive efforts to assemble the best in experience and expert judgment regarding the component parts of good salary scheduling and appropriate relationships among these parts.

The first evaluation instrument was applied by the Research Division to a large number of 1965-66 salary schedules from systems with enrollments of 6,000 or more. Summary results were published in Research Report 1965-R16, Evaluation of Salary Schedules for Classroom Teachers, 1965-66. It contained summary tables showing distributions and average and median scores for salary schedules received from school systems with enrollments of 6,000 or more and for a selected group of high-income suburban systems. Scores for individual schedules were not reported.

The instrument was revised for use in 1966-67 and was developed to the point where it was deemed appropriate to report the scores of individual school systems. Accordingly, Research Report 1966-R19, Evaluation of Salary Schedules for Classroom Teachers, 1966-67, was published in the fall of 1966. It contained summary tables of distributions and mean and median scores of schedules for all reporting systems with enrollments of 6,000 or more and for a selected group of high-income suburban systems, and also a system-by-system listing of scores for each schedule evaluated.

Evaluation Instrument for 1967-68 Salary Schedules

Experience with the application of the evaluation instrument to 1966-67 salary schedules showed it to be a valid and reliable measure of the relative quality of salary schedules. However, this experience indicated that further improvements were needed. There was also need for the instrument to be more reflective of NEA goals for teacher salaries as stated in the 1966 NEA Resolutions. Therefore, the instrument has been revised for 1967-68. It consists of 10 tests, each with a maximum score of 100 points or a total of 1,000 points. The five tests making up Part A, concerned with the adequacy of dollar amounts scheduled, account for 500 points, and the five tests in Part B, which evaluate the structure of the schedule in terms of desirable practice, account for the remaining 500 points.

Description of the Tests

The 10 tests may readily be applied to any classroom teacher salary schedule. Only a few simple calculations are necessary. Since the tests, as shown below, are self-explanatory, only a brief description is given here, together with the basic reasons for their inclusion in the evaluation instrument.

Following the 10 tests is a score sheet for summarizing the total score.

Part A - Scheduled Dollar Amounts

Test 1 - Dollar Amount of the Minimum Scheduled Salary for the Bachelor's Degree Salary Class

The first check point on the schedule is the bachelor's degree minimum scheduled salary. If the earned degree is not mentioned, the salary class requiring four years of preparation is used in the application of Test 1. The maximum score of 100 points is given for a scheduled minimum of \$8,000, the amount specified in the 1966 NEA salary resolution. Admittedly this is close to realization by only a few districts. In light of current economic conditions, however, and in relation to salaries paid beginners in other professions, it is a reasonable figure.

Test 2 - Dollar Difference Between Scheduled Minimum and Step 11 of the Bachelor's Degree Salary Class

The second check point is the spread between the scheduled minimum for the bachelor's degree (or 4-year) salary class and step 11 of the same class. If fewer than 11 steps are recognized, the highest step is used for the application of Test 2. This test is used to measure whether or not the increments are large enough to result in at least a 50-percent spread between the minimum and the maximum of the salary class, which is generally considered to be good salary schedule practice.

Test 3 - Dollar Amount of Scheduled Salary for the Master's Degree Salary Class at Step 11

The third check point is the dollar amount scheduled at step 11 of the master's degree salary class. If the earned degree is not recognized, the five-year class is used for application of Test 3. Since the NEA salary resolution calls for doubling the beginning salary after 10 years of service and the master's degree, a maximum of 100 points is scored for a salary of \$16,000 at step 11 of the master's degree (or 5-year) salary class. If there are fewer than 11 steps, the highest one recognized is used in applying this test.

As in Test 1, this goal is not easily attained, but for many districts it is a reasonable expectation in the near future.

Test 4 - Dollar Differential Between Bachelor's Degree and Master's Degree Salary Classes at Step 11

The fourth check point on the schedule measures the dollar difference between the scheduled salary for step 11 of the bachelor's degree salary class and the amount scheduled for step 11 on the master's degree class. If there are fewer than 11 steps on the bachelor's

degree scale, the highest one recognized on that scale is compared with the corresponding step on the master's degree scale. Likewise, if there are fewer than 11 steps on the master's degree scale, the highest step recognized on that scale is compared with the corresponding step on the bachelor's degree salary class. Four- and five-year preparation equivalencies are used for application of Test 4 if earned bachelor's or master's degrees are not specified.

This test permits a district currently unable to schedule the "goal" maximum salaries called for in Test 3 so to structure its schedule to allow for adequate recognition of the master's degree (or equivalent) and thereby obtain a relatively high score on Test 4.

Test 5 – Dollar Amount of Maximum Scheduled Salary for the Highest Preparation Salary Class Not Requiring an Earned Doctor's Degree

The fifth check point is the maximum scheduled salary for the highest preparation level recognized which does not require an earned doctor's degree. This may range from the master's degree to seven years of preparation.

Long-service or merit maximums beyond the regularly scheduled maximum are excluded in the application of this test.

A maximum of 500 points can be scored on Tests 1 through 5 making up one-half of the 1,000 points possible of attainment on the 10 tests.

Part B – Structure of the Salary Schedule

Test 6 – Ratio of the Minimum Scheduled Salary for the Master's Degree Salary Class to the Minimum for the Bachelor's Degree Class

The sixth check point concerns recognition of the master's degree or fifth year of preparation, in relation to the bachelor's degree, or four years of preparation. This is a test of structure and a good score can be made even though scheduled dollar amounts may not be high. To obtain the maximum score of 100 points, the master's degree minimum should be at least 20 percent higher than the minimum scheduled for the bachelor's degree salary class. This is approximately the differential necessary to double the bachelor's degree minimum with 10 increments of 8 percent of the bachelor's minimum.

Test 7 – Ratio of the Amount Scheduled for the Master's Degree Salary Class at Step 11 to the Minimum Scheduled Salary for the Bachelor's Degree Class

The seventh check point measures in structure of the schedule what Test 3 measures in terms of scheduled dollar amounts. To score the maximum 100 points on Test 7 the eleventh step of the master's degree salary class (or five-year class if master's degree is not specified) should be twice that of the bachelor's degree minimum step. If there are fewer than 11 steps in the master's degree class, the highest step recognized is used in applying this test.

Test 8 – Ratio of the Maximum Scheduled Salary for Six Years of Preparation to the Minimum Scheduled Salary for the Bachelor's Degree Salary Class

The eighth check point is the ratio of the maximum scheduled salary for six years of preparation to the minimum scheduled salary for the bachelor's degree salary class. Good structuring calls for the recognition of the sixth year of college preparation; the maximum of this class should be at least 120 percent above the bachelor's degree minimum since the goal for the master's degree maximum at step 11 is 100 percent above the bachelor's degree minimum.

Since Test 8 is a measure of good structure, the maximum points can be achieved by a district whose scheduled dollar amounts are somewhat lower than the goal schedule would require.

Test 9 – Increments in the Master's Degree Salary Class

Test 9 is based on two check points: (a) the number of increments from minimum to maximum in the master's degree (or five-year preparation) salary class, and (b) the average increment (dollar amount) for the master's degree (or five-year preparation) salary class as a percent of the bachelor's degree minimum scheduled salary. Both subtests are related directly to the NEA salary resolution of the 1966 Representative Assembly.

In calculating the score for the entire test, each half is assigned a maximum of 50 points or a total possible score of 100 points for Test 9.

Test 10 – Recognition of Advanced Preparation Beyond the Bachelor's Degree

Test 10 is also based on two check points: (a) recognition of advanced preparation requiring advanced degrees or full year academic training, and (b) recognition of intermediate advanced preparation levels requiring less than a full year of academic training.

Test 10 is scored the same as Test 9 with a maximum of 50 points for each of the two subtests and a total of 100 points for the test.

This test takes cognizance of the NEA salary policy of recognizing advanced preparation beyond the master's degree and has been constructed in accordance with what is generally accepted as the best practice in salary scheduling.

A maximum of 500 points can be scored on Tests 6 through 10 making up one-half of the 1,000 points attainable on the 10 tests.

A Research Report, Evaluation of Salary Schedules for Classroom Teachers, 1967-68, will be published by the NEA Research Division in the fall of 1967. It will contain national means, medians, and distribution of scores for each of the 10 tests and for the total score for all tests. The report will also contain a system-by-system listing of scores for each reporting system with an enrollment of 6,000 or more and for selected suburban systems.

PART A - SCHEDULED DOLLAR AMOUNTS

Test 1 - Dollar Amount of Minimum Scheduled Salary for the Bachelor's Degree (or 4-year) Salary Class

Amount	Points
\$ 8,000 or more	100
7,960 - 7,999	99
7,920 - 7,959	98
7,880 - 7,919	97
7,840 - 7,879	96
7,800 - 7,839	95
7,760 - 7,799	94
7,720 - 7,759	93
7,680 - 7,719	92
7,640 - 7,679	91
7,600 - 7,639	90
7,560 - 7,599	89
7,520 - 7,559	88
7,480 - 7,519	87
7,440 - 7,479	86
7,400 - 7,439	85
7,360 - 7,399	84
7,320 - 7,359	83
7,280 - 7,319	82
7,240 - 7,279	81
7,200 - 7,239	80
7,160 - 7,199	79
7,120 - 7,159	78
7,080 - 7,119	77
7,040 - 7,079	76
7,000 - 7,039	75
6,960 - 6,999	74
6,920 - 6,959	73
6,880 - 6,919	72
6,840 - 6,879	71
6,800 - 6,839	70
6,760 - 6,799	69
6,720 - 6,759	68
6,680 - 6,719	67
6,640 - 6,679	66
6,600 - 6,639	65
6,560 - 6,599	64
6,520 - 6,559	63
6,480 - 6,519	62
6,440 - 6,479	61
6,400 - 6,439	60
6,360 - 6,399	59
6,320 - 6,359	58
6,280 - 6,319	57
6,240 - 6,279	56
6,200 - 6,239	55
6,160 - 6,199	54
6,120 - 6,159	53
6,080 - 6,119	52
6,040 - 6,079	51

Amount	Points
\$ 6,000 - 6,039	50
5,960 - 5,999	49
5,920 - 5,959	48
5,880 - 5,919	47
5,840 - 5,879	46
5,800 - 5,839	45
5,760 - 5,799	44
5,720 - 5,759	43
5,680 - 5,719	42
5,640 - 5,679	41
5,600 - 5,639	40
5,560 - 5,599	39
5,520 - 5,559	38
5,480 - 5,519	37
5,440 - 5,479	36
5,400 - 5,439	35
5,360 - 5,399	34
5,320 - 5,359	33
5,280 - 5,319	32
5,240 - 5,279	31
5,200 - 5,239	30
5,160 - 5,199	29
5,120 - 5,159	28
5,080 - 5,119	27
5,040 - 5,079	26
5,000 - 5,039	25
4,960 - 4,999	24
4,920 - 4,959	23
4,880 - 4,919	22
4,840 - 4,879	21
4,800 - 4,839	20
4,760 - 4,799	19
4,720 - 4,759	18
4,680 - 4,719	17
4,640 - 4,679	16
4,600 - 4,639	15
4,560 - 4,599	14
4,520 - 4,559	13
4,480 - 4,519	12
4,440 - 4,479	11
4,400 - 4,439	10
4,360 - 4,399	9
4,320 - 4,359	8
4,280 - 4,319	7
4,240 - 4,279	6
4,200 - 4,239	5
4,160 - 4,199	4
4,120 - 4,159	3
4,080 - 4,119	2
4,040 - 4,079	1
4,039 or less	0

PART A – SCHEDULED DOLLAR AMOUNTS

Test 2 – Dollar Difference Between Scheduled Minimum and Amount of Step 11 (after ten increments) in the Bachelor's Degree (or 4-year) Class

Amount	Points
\$ 4,000 or more	100
3,970 – 3,999	99
3,940 – 3,969	98
3,910 – 3,939	97
3,880 – 3,909	96
3,850 – 3,879	95
3,820 – 3,849	94
3,790 – 3,819	93
3,760 – 3,789	92
3,730 – 3,759	91
3,700 – 3,729	90
3,670 – 3,699	89
3,640 – 3,669	88
3,610 – 3,639	87
3,580 – 3,609	86
3,550 – 3,579	85
3,520 – 3,549	84
3,490 – 3,519	83
3,460 – 3,489	82
3,430 – 3,459	81
3,400 – 3,429	80
3,370 – 3,399	79
3,340 – 3,369	78
3,310 – 3,339	77
3,280 – 3,309	76
3,250 – 3,279	75
3,220 – 3,249	74
3,190 – 3,219	73
3,160 – 3,189	72
3,130 – 3,159	71
3,100 – 3,129	70
3,070 – 3,099	69
3,040 – 3,069	68
3,010 – 3,039	67
2,980 – 3,009	66
2,950 – 2,979	65
2,920 – 2,949	64
2,890 – 2,919	63
2,860 – 2,889	62
2,830 – 2,859	61
2,800 – 2,829	60
2,770 – 2,799	59
2,740 – 2,769	58
2,710 – 2,739	57
2,680 – 2,709	56
2,650 – 2,679	55
2,620 – 2,649	54
2,590 – 2,619	53
2,560 – 2,589	52
2,530 – 2,559	51

Amount	Points
\$ 2,500 – 2,529	50
2,470 – 2,499	49
2,440 – 2,469	48
2,410 – 2,439	47
2,380 – 2,409	46
2,350 – 2,379	45
2,320 – 2,349	44
2,290 – 2,319	43
2,260 – 2,289	42
2,230 – 2,259	41
2,200 – 2,229	40
2,170 – 2,199	39
2,140 – 2,169	38
2,110 – 2,139	37
2,080 – 2,109	36
2,050 – 2,079	35
2,020 – 2,049	34
1,990 – 2,019	33
1,960 – 1,989	32
1,930 – 1,959	31
1,900 – 1,929	30
1,870 – 1,899	29
1,840 – 1,869	28
1,810 – 1,839	27
1,780 – 1,809	26
1,750 – 1,779	25
1,720 – 1,749	24
1,690 – 1,719	23
1,660 – 1,689	22
1,630 – 1,659	21
1,600 – 1,629	20
1,570 – 1,599	19
1,540 – 1,569	18
1,510 – 1,539	17
1,480 – 1,509	16
1,450 – 1,479	15
1,420 – 1,449	14
1,390 – 1,419	13
1,360 – 1,389	12
1,330 – 1,359	11
1,300 – 1,329	10
1,270 – 1,299	9
1,240 – 1,269	8
1,210 – 1,239	7
1,180 – 1,209	6
1,150 – 1,179	5
1,120 – 1,149	4
1,090 – 1,119	3
1,060 – 1,089	2
1,030 – 1,059	1
1,029 or less	0

PART A – SCHEDULED DOLLAR AMOUNTS

Test 3 – Dollar Amount of Scheduled Salary for the Master's Degree (or 5-year) Salary Class at Step 11 (after 10 increments).

Amount	Points
\$ 16,000 or more	100
15,920 – 15,999	99
15,840 – 15,919	98
15,760 – 15,839	97
15,680 – 15,759	96
15,600 – 15,679	95
15,520 – 15,599	94
15,440 – 15,519	93
15,360 – 15,439	92
15,280 – 15,359	91
15,200 – 15,279	90
15,120 – 15,199	89
15,040 – 15,119	88
14,960 – 15,039	87
14,880 – 14,959	86
14,800 – 14,879	85
14,720 – 14,799	84
14,640 – 14,719	83
14,560 – 14,639	82
14,480 – 14,559	81
14,400 – 14,479	80
14,320 – 14,399	79
14,240 – 14,319	78
14,160 – 14,239	77
14,080 – 14,159	76
14,000 – 14,079	75
13,920 – 13,999	74
13,840 – 13,919	73
13,760 – 13,839	72
13,680 – 13,759	71
13,600 – 13,679	70
13,520 – 13,599	69
13,440 – 13,519	68
13,360 – 13,439	67
13,280 – 13,359	66
13,200 – 13,279	65
13,120 – 13,199	64
13,040 – 13,119	63
12,960 – 13,039	62
12,880 – 12,959	61
12,800 – 12,879	60
12,720 – 12,799	59
12,640 – 12,719	58
12,560 – 12,639	57
12,480 – 12,559	56
12,400 – 12,479	55
12,320 – 12,399	54
12,240 – 12,319	53
12,160 – 12,239	52
12,080 – 12,159	51

Amount	Points
\$ 12,000 – 12,079	50
11,920 – 11,999	49
11,840 – 11,919	48
11,760 – 11,839	47
11,680 – 11,759	46
11,600 – 11,679	45
11,520 – 11,599	44
11,440 – 11,519	43
11,360 – 11,439	42
11,280 – 11,359	41
11,200 – 11,279	40
11,120 – 11,199	39
11,040 – 11,119	38
10,960 – 11,039	37
10,880 – 10,959	36
10,800 – 10,879	35
10,720 – 10,799	34
10,640 – 10,719	33
10,560 – 10,639	32
10,480 – 10,559	31
10,400 – 10,479	30
10,320 – 10,399	29
10,240 – 10,319	28
10,160 – 10,239	27
10,080 – 10,159	26
10,000 – 10,079	25
9,920 – 9,999	24
9,840 – 9,919	23
9,760 – 9,839	22
9,680 – 9,759	21
9,600 – 9,679	20
9,520 – 9,599	19
9,440 – 9,519	18
9,360 – 9,439	17
9,280 – 9,359	16
9,200 – 9,279	15
9,120 – 9,199	14
9,040 – 9,119	13
8,960 – 9,039	12
8,880 – 8,959	11
8,800 – 8,879	10
8,720 – 8,799	9
8,640 – 8,719	8
8,560 – 8,639	7
8,480 – 8,559	6
8,400 – 8,479	5
8,320 – 8,399	4
8,240 – 8,319	3
8,160 – 8,239	2
8,080 – 8,159	1
8,079 or less	0

PART A - SCHEDULED DOLLAR AMOUNTS

Test 4 - Dollar Amount of the Differential Between Step 11 (after 10 increments) of the Bachelor's Degree (or 4-year) Class and the Corresponding Step of the Master's Degree (or 5-year) Class^{a/}

Amount	Points
\$ 1,600 or more	100
1,585 - 1,599	99
1,570 - 1,584	98
1,555 - 1,569	97
1,540 - 1,554	96
1,525 - 1,539	95
1,510 - 1,524	94
1,495 - 1,509	93
1,480 - 1,494	92
1,465 - 1,479	91
1,450 - 1,464	90
1,435 - 1,449	89
1,420 - 1,434	88
1,405 - 1,419	87
1,390 - 1,404	86
1,375 - 1,389	85
1,360 - 1,374	84
1,345 - 1,359	83
1,330 - 1,344	82
1,315 - 1,329	81
1,300 - 1,314	80
1,285 - 1,299	79
1,270 - 1,284	78
1,255 - 1,269	77
1,240 - 1,254	76
1,225 - 1,239	75
1,210 - 1,224	74
1,195 - 1,209	73
1,180 - 1,194	72
1,165 - 1,179	71
1,150 - 1,164	70
1,135 - 1,149	69
1,120 - 1,134	68
1,105 - 1,119	67
1,090 - 1,104	66
1,075 - 1,089	65
1,060 - 1,074	64
1,045 - 1,059	63
1,030 - 1,044	62
1,015 - 1,029	61
1,000 - 1,014	60
985 - 999	59
970 - 984	58
955 - 969	57
940 - 954	56
925 - 939	55
910 - 924	54
895 - 909	53
880 - 894	52
865 - 879	51

Amount	Points
\$ 850 - 864	50
835 - 849	49
820 - 834	48
805 - 819	47
790 - 804	46
775 - 789	45
760 - 774	44
745 - 759	43
730 - 744	42
715 - 729	41
700 - 714	40
685 - 699	39
670 - 684	38
655 - 669	37
640 - 654	36
625 - 639	35
610 - 624	34
595 - 609	33
580 - 594	32
565 - 579	31
550 - 564	30
535 - 549	29
520 - 534	28
505 - 519	27
490 - 504	26
475 - 489	25
460 - 474	24
445 - 459	23
430 - 444	22
415 - 429	21
400 - 414	20
385 - 399	19
370 - 384	18
355 - 369	17
340 - 354	16
325 - 339	15
310 - 324	14
295 - 309	13
280 - 294	12
265 - 279	11
250 - 264	10
235 - 249	9
220 - 234	8
205 - 219	7
190 - 204	6
175 - 189	5
160 - 174	4
145 - 159	3
130 - 144	2
115 - 129	1
114 or less	0

^{a/} If the master's degree salary class has fewer than 11 steps and the bachelor's degree class 11 or more, use the highest step scheduled at the master's degree level and the corresponding step on the bachelor's degree class to obtain the dollar differential.

PART A - SCHEDULED DOLLAR AMOUNTS

Test 5 - Dollar Amount of Maximum Scheduled Salary for the Highest Preparation Class not Requiring a Doctor's Degree and Attainable in Regular Increments.^{a/}

Amount	Points	Amount	Points
\$18,400 or more	100	\$13,650 - 13,744	50
18,305 - 18,399	99	13,555 - 13,649	49
18,210 - 18,304	98	13,460 - 13,554	48
18,115 - 18,209	97	13,365 - 13,459	47
18,020 - 18,114	96	13,270 - 13,364	46
17,925 - 18,019	95	13,175 - 13,269	45
17,830 - 17,924	94	13,080 - 13,174	44
17,735 - 17,829	93	12,985 - 13,079	43
17,640 - 17,734	92	12,890 - 12,984	42
17,545 - 17,639	91	12,795 - 12,889	41
17,450 - 17,544	90	12,700 - 12,794	40
17,355 - 17,449	89	12,605 - 12,699	39
17,260 - 17,354	88	12,510 - 12,604	38
17,165 - 17,259	87	12,415 - 12,509	37
17,070 - 17,164	86	12,320 - 12,414	36
16,975 - 17,069	85	12,225 - 12,319	35
16,880 - 16,974	84	12,130 - 12,224	34
16,785 - 16,879	83	12,035 - 12,129	33
16,690 - 16,784	82	11,940 - 12,034	32
16,595 - 16,689	81	11,845 - 11,939	31
16,500 - 16,594	80	11,750 - 11,844	30
16,405 - 16,499	79	11,655 - 11,749	29
16,310 - 16,404	78	11,560 - 11,654	28
16,215 - 16,309	77	11,465 - 11,559	27
16,120 - 16,214	76	11,370 - 11,464	26
16,025 - 16,119	75	11,275 - 11,369	25
15,930 - 16,024	74	11,180 - 11,274	24
15,835 - 15,929	73	11,085 - 11,179	23
15,740 - 15,834	72	10,990 - 11,084	22
15,645 - 15,739	71	10,895 - 10,989	21
15,550 - 15,644	70	10,800 - 10,894	20
15,455 - 15,459	69	10,705 - 10,799	19
15,360 - 15,454	68	10,610 - 10,704	18
15,265 - 15,359	67	10,515 - 10,609	17
15,170 - 15,264	66	10,420 - 10,514	16
15,075 - 15,169	65	10,325 - 10,419	15
14,980 - 15,074	64	10,230 - 10,324	14
14,885 - 14,979	63	10,135 - 10,229	13
14,790 - 14,884	62	10,040 - 10,134	12
14,695 - 14,789	61	9,945 - 10,039	11
14,600 - 14,694	60	9,850 - 9,944	10
14,505 - 14,599	59	9,755 - 9,849	9
14,410 - 14,504	58	9,660 - 9,754	8
14,315 - 14,409	57	9,565 - 9,659	7
14,220 - 14,314	56	9,470 - 9,564	6
14,125 - 14,219	55	9,375 - 9,469	5
14,030 - 14,124	54	9,280 - 9,374	4
13,935 - 14,029	53	9,185 - 9,279	3
13,840 - 13,934	52	9,090 - 9,184	2
13,745 - 13,839	51	8,995 - 9,089	1
		8,994 or less	0

^{a/} Exclusive of long-service increments if any.

PART B - STRUCTURE OF THE SALARY SCHEDULE

Test 6 - Ratio of Minimum Scheduled Salary for the Master's Degree (or 5-year) Class to the Minimum for the Bachelor's Degree (or 4-year) Salary Class^{a/}

Ratio (using BA minimum = 100.0)	Points
120.0 or higher	100
119.2 - 119.9	95
118.4 - 119.1	90
117.6 - 118.3	85
116.8 - 117.5	80
116.0 - 116.7	75
115.2 - 115.9	70
114.4 - 115.1	65
113.6 - 114.3	60
112.8 - 113.5	55
112.0 - 112.7	50
111.2 - 111.9	45
110.4 - 111.1	40
109.6 - 110.3	35
108.8 - 109.5	30
108.0 - 108.7	25
107.2 - 107.9	20
106.4 - 107.1	15
105.6 - 106.3	10
104.8 - 105.5	5
104.7 or lower	0

^{a/} When bachelor's degree and/or master degrees are not specified, the equivalency is accepted for full credit.

PART B - STRUCTURE OF THE SALARY SCHEDULE

Test 7 - Ratio of the Amount Scheduled for the Master's Degree (or 5-year) at Step 11 (after 10 increments) to the Minimum for the Bachelor's Degree (or 4-year) Salary Class.

Ratio (using BA minimum = 100.0)	Points
200.0 or higher	100
197.5 - 199.9	95
195.0 - 197.4	90
192.5 - 194.9	85
190.0 - 192.4	80
187.5 - 189.9	75
185.0 - 187.4	70
182.5 - 184.9	65
180.0 - 182.4	60
177.5 - 179.9	55
175.0 - 177.4	50
172.5 - 174.9	45
170.0 - 172.4	40
167.5 - 169.9	35
165.0 - 167.4	30
162.5 - 164.9	25
160.0 - 162.4	20
157.5 - 159.9	15
155.0 - 157.4	10
152.5 - 154.9	5
152.4 or lower	0

^{a/} When bachelor's and/or master's degrees are not specified, the equivalency is accepted for full credit.

If master's degree salary class contains fewer than 11 steps, use highest step recognized to apply this test.

PART B - STRUCTURE OF THE SALARY SCHEDULE

Test 8 - Ratio of the Maximum Scheduled Salary for Six Years of Preparation to the Minimum Scheduled Salary for the Bachelor's Degree (or 4-year) Salary Class.^{a/}

Ratio (using BA minimum = 100.0)	Points
220.0 or higher	100
217.0 - 219.9	95
214.0 - 216.9	90
211.0 - 213.9	85
208.0 - 210.9	80
205.0 - 207.9	75
202.0 - 204.9	70
199.0 - 201.9	65
196.0 - 198.9	60
193.0 - 195.9	55
190.0 - 192.9	50
187.0 - 189.9	45
184.0 - 186.9	40
181.0 - 183.9	35
178.0 - 180.9	30
175.0 - 177.9	25
172.0 - 174.9	20
169.0 - 171.9	15
166.0 - 168.9	10
163.0 - 165.9	5
162.9 or lower	0

^{a/} When bachelor's degree is not specified, the equivalency is accepted for full credit.
Maximum scheduled salary for six-year preparation salary class is exclusive of long-service increments beyond regularly-scheduled maximum.

PART B - STRUCTURE OF THE SALARY SCHEDULE**Test 9 - Increments in the Master's Degree (or 5-year) Salary Class.****Subtest (a)**

Number of increments - master's degree salary class (exclusive of long-service increments)	Points
10 or 11	50
9 or 12	45
13	40
8 or 14	35
15	30
7 or 16	25
17	20
6 or 18	15
19	10
5 or 20 or more	5
4 or fewer	0

Subtest (b)

Average increment (dollar amount) for master's degree salary class as a percent of the bachelor's degree mini- mum scheduled salary	Points
8.0% or higher	50
7.5 - 7.9 %	45
7.0 - 7.4	40
6.5 - 6.9	35
6.0 - 6.4	30
5.5 - 5.9	25
5.0 - 5.4	20
4.5 - 4.9	15
4.0 - 4.4	10
3.5 - 3.9	5
3.4 or less	0

To score Test 9 -

Add score for Subtest (a) _____ (maximum 50 points)

to score for Subtest (b) _____ (maximum 50 points)

equals total score - Test 9 _____ (maximum 100 points)

^{a/} When bachelor's and/or master's degrees are not specified, the equivalency is accepted for full credit.

PART B - STRUCTURE OF THE SALARY SCHEDULE

Test 10 - Recognition of Preparation Beyond the Bachelor's Degree

Subtest (a) - Full-year and Degree Levels Recognized in the Salary Schedule

Preparation Levels and Classes Recognized	Points
5 years, master's degree, 6 years, 7 years, and doctor's degree	50
5 years, master's degree, 6 years, and 7 years <u>or</u> doctor's degree	45
5 years or master's degree, 6 years, 7 years, and doctor's degree	40
5 years or master's degree, 6 years, and 7 years <u>or</u> doctor's degree	35
5 years, master's degree, and 6 years	30
5 years, master's degree, and 7 years <u>or</u> doctor's degree	25
5 years or master's degree, and 6 years	20
5 years or master's degree, and 7 years <u>or</u> doctor's degree	15
5 years and master's degree	10
5 years or master's degree	5
None	0

Subtest (b) - Intermediate Preparation Levels Recognized Between Full-year Salary Classes

Requirements of all three intervals must be met as follows:

Number Between BA and 5 years	Number Between 5 years and 6 years	Number Between 6 years and 7 years	Points
2 or more	2 or more	2 or more	50
2 or more or 1	2 or more 2 or more	1 2 or more	45
2 or more or 2 or more	2 or more 1	none 1 or more*	40
1 or none	2 or more 2 or more	1 2 or more	35
1 or 2 or more	1 1	1 or more* none	30
1 or none	2 or more 2 or more	none 1	25
1 or 2 or more	1 none	none any number* or none	20
none or none	1 2 or more	1 or more none	15
1	none	any number* or none	10
none	1	none	5
none	none	any number* or none	0

*In the third interval, between 6 years and 7 years, the number of levels credited shall not exceed the number recognized in the second interval. Thus, the combination 2-1-2 is classified as 2-1-1 or a combination 2-0-2 is considered the same as 2-0-0.

To score Test 10 -

Add score for Subtest (a) _____ (maximum 50 points)
to score for Subtest (b) _____ (maximum 50 points)
equals total score for Test 10 _____ (maximum 100 points)

SCORE SHEET FOR EVALUATION OF TEACHER SALARY SCHEDULES, 1967-68

Test	Maximum points possible	Points scored
PART A - SCHEDULED DOLLAR AMOUNTS:		
Test 1 - Dollar amount of the minimum scheduled salary for the bachelor's degree salary class	100	_____
Test 2 - Dollar difference between scheduled minimum and step 11 of the bachelor's degree salary class	100	_____
Test 3 - Dollar amount of scheduled salary for the master's degree salary class at step 11	100	_____
Test 4 - Dollar differential between bachelor's degree and master's degree salary classes at step 11 or highest step recognized on the bachelor's degree class if fewer than 11	100	_____
Test 5 - Dollar amount of maximum scheduled salary for the highest preparation salary class not requiring an earned doctorate degree	100	_____
Subtotal, Part A - Tests 1 to 5	500	_____
PART B - STRUCTURE OF THE SCHEDULE:		
Test 6 - Ratio of minimum scheduled salary for the master's degree salary class to the minimum for the bachelor's degree class	100	_____
Test 7 - Ratio of the amount scheduled for the master's degree salary class at step 11 to the minimum scheduled for the bachelor's degree class	100	_____
Test 8 - Ratio of the maximum scheduled salary for six years of preparation to the minimum scheduled salary for the bachelor's degree	100	_____
Test 9 - Increments in the master's degree salary class: Subtest (a) - Number of increments Subtest (b) - Average increment (dollar amount) for the master's degree salary class as a percent of the bachelor's degree minimum scheduled salary	100	_____
Test 10 - Recognition of advanced preparation beyond the bachelor's degree: Subtest (a) - Recognition of advanced preparation requiring advanced degrees or full-year academic training Subtest (b) - Recognition of intermediate advanced preparation requiring less than a full year of academic training . . .	100	_____
Subtotal, Part B - Tests 6 to 10	500	_____
Total score - Tests 1 through 10	1,000	_____
School system _____		
Evaluator _____ Date _____		

**Pilot Tests of Application of the Local Teacher Salary Schedule
Prepared by the NEA Salary and Negotiation Consultant Service**

**TESTS OF IMPLEMENTATION
OF LOCAL DISTRICT POLICIES
ON TEACHERS SALARIES**

Test 11 - Step Assignment

Two questions summarize the purpose of this test: (1) Is the policy fair to experienced teachers who continue service in the district? (2) Is the policy enlightened in terms of its value standards regarding prior experience?

DESCRIPTION OF POLICY	POINTS
On step allowing full credit for both local and prior teaching service	100
On step allowing full credit for local district experience and at least six years of full credit for prior teaching service in other districts . . .	80
On step allowing full credit for local district experience and a specified maximum number of years of prior teaching experience at full credit but less than six years	60
On step allowing full credit for local district experience and a specified amount of partial credit for prior teaching service ^{a/}	40
On step allowing full credit for local district experience with no fixed allowance for prior teaching experience	20
Assigned step may be lower than number of years of local district experience	0

^{a/} "Partial credit" means allowing less than a year of local credit for a year of service outside the district, or allowing increments which are smaller than regular increments of the schedule.

TESTS OF IMPLEMENTATION

Test 12 – Discriminatory Provisions

The question to be judged by this test is whether or not district policies on teachers' salaries discriminate against some teachers or permit salary differentiation on a basis disapproved by the National Education Association.

The five provisions checked are:

1. Salary differentials on the basis of superior service (merit) ratings.
2. Salary differentials on the basis of subjects taught.
3. Salary differentials on the basis of sex or dependency.
4. Salary differentials on the basis of grade level taught.
5. Salary schedule may be exceeded by the board of education, but no details are given.

NUMBER OF ABOVE POLICY PROVISIONS WHICH APPLY	POINTS
None	100
One	80
Two	60
Three	40
Four	20
Five	0

TESTS OF IMPLEMENTATION

Test 13 — Clarity of Policy Provisions Pertaining to the Salary Schedule

This test is intended to evaluate the definitive qualities of district policies.

The five provisions checked are:

1. Specifies method for securing approval of and for filing of college credits to apply toward requirements for advanced preparation levels.
2. Specifies deadlines for filing credits to be applied toward the salary status for the next semester or school year.
3. Specifies period of service required to be entitled to scheduled amounts.
4. Specifies procedure for step assignment in the event increments are withheld for failure to earn required professional growth credits, or specifies unconditional advancement through experience steps.
5. Provides a definite and objective method of step placement of experienced teachers who transfer to the district from other school systems.

NUMBER OF ABOVE POLICY PROVISIONS WHICH APPLY	POINTS
Five	100
Four	80
Three	60
Two	40
One	20
None	0

TESTS OF IMPLEMENTATION

Test 14 – Consistency of Policy Provisions Pertaining to the Recognition of Earned Credits for Preparation Beyond the Bachelor's Degree (or 4-year) Class

The purpose of this test is to evaluate the methods by which salary supplements or changes in preparation levels are granted.

The five items checked are:

1. Credit hours are recognized in equal blocks for all classifications and supplements based on the bachelor's degree (or 4-year) class.
2. Credit hours are recognized in equal blocks for all classifications and supplements based on the master's degree (or 5-year) class.
3. Per Unit Value^{a/} of differentials or supplements is equal in all classes based on the bachelor's degree (or 4-year) class.
4. Per Unit Value^{a/} of differentials or supplements is equal in all cases based on the master's degree (or 5-year) class.
5. Differential between scheduled MAXIMUMS equals or exceeds differential between scheduled MINIMUMS^{b/} of each two successive levels.

NUMBER OF ABOVE ITEMS WHICH APPLY	POINTS
Five	100
Four	80
Three	60
Two	40
One	20
None	0

^{a/} "Per Unit Value" means the dollar amount of the differential allowed per semester hour or per quarter hr.

^{b/} When one or both of the salary scales commence after Step 1, the differential at the lowest step scheduled in both preparation levels will be used.

DIRECTIONS FOR PROFILE ANALYSIS

East subtest of Test 9 and Test 10 are scored on a basis of 50 points (see score sheet on page 17). Each item on the profile chart should be scored on a basis of 100 in order to show percentage of a perfect score obtained in the particular item. Thus, before plotting the graph on the profile chart only the following subtest scores need to be changed, doubling each to place on the same basis as other tests:

Subtest 9 (a)

Subtest 10 (a)

Subtest 9 (b)

Subtest 10 (b)

Four tests to evaluate district policy implementing the current teacher salary schedule have been introduced in this publication. Provision for plotting test scores on implementation has been arranged on the profile charts. However, it is not intended that scores on tests 11-14 be added to the total score on the Instrument, Part A and Part B.

A total score below 300 points on Tests 11-14 should be interpreted as an indicator of needed attention to policy provisions which pertain to the application of the teacher salary schedule.

Additional copies of the profile chart on page 23 may be obtained from the NEA Salary and Negotiation Consultant Service.

**NATIONAL EDUCATION ASSOCIATION
SALARY AND NEGOTIATION CONSULTANT SERVICE**

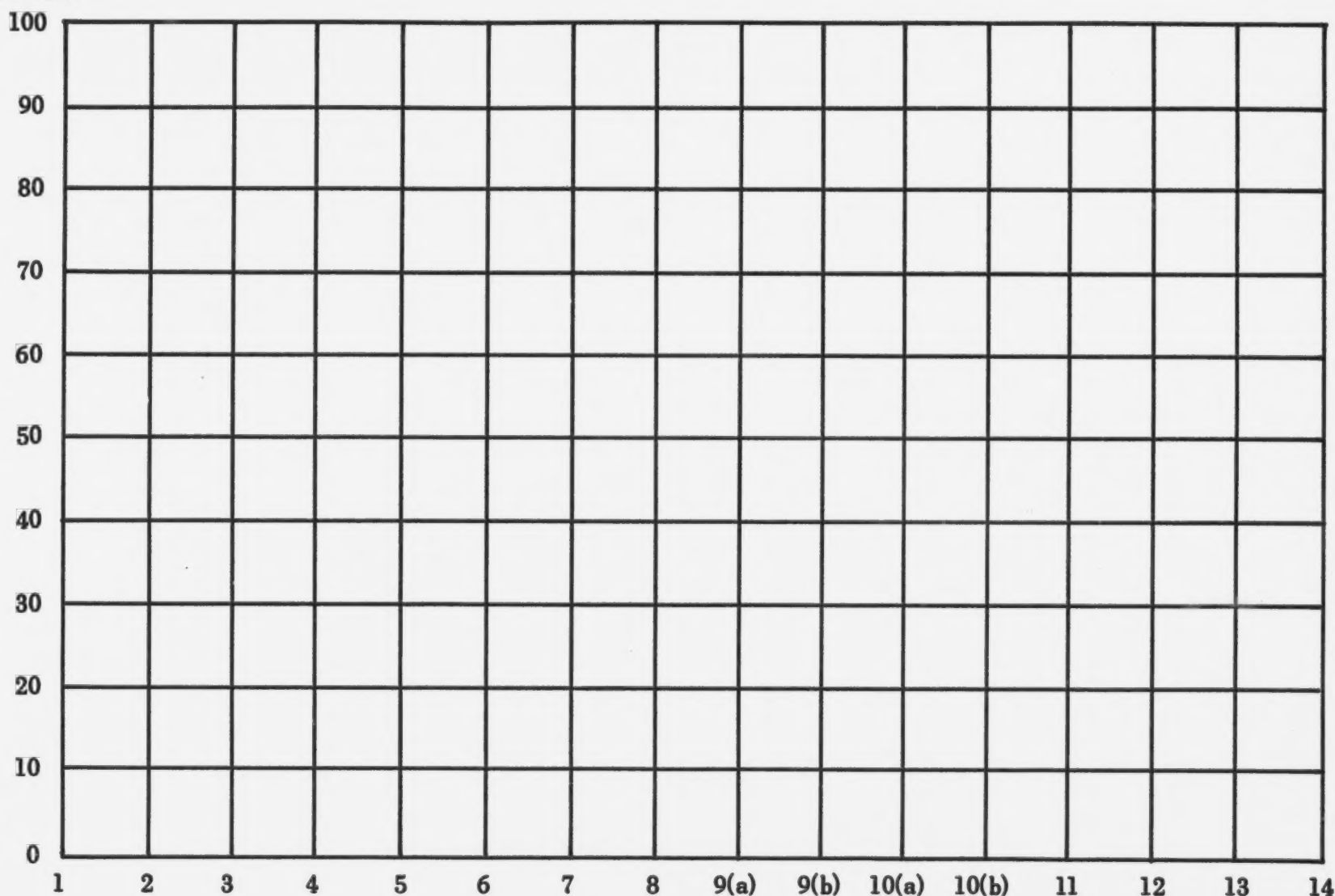
**Profile Form for Evaluating
Teacher Salary Schedules by NEA Tests**

District _____

Evaluator _____

Date _____

Percent



← **PART A** →

← **PART B** →

← **Implementation** →

TESTS

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Amount of BA minimum 2. Incremental sum, BA minimum to BA step 11 3. Differential between BA and MA at step 11 (or highest in BA) 4. Amount of MA, step 11 5. Amount of highest scheduled maximum not requiring doctorate 6. Ratio, MA minimum to BA minimum 7. Ratio, MA step 11 to BA minimum 8. Ratio, maximum for 6 years of preparation to BA minimum 9. (a) Number of increments in MA class
(b) Average increment in MA class as a percent of BA minimum | <ol style="list-style-type: none"> 10. (a) Full-year and degree classes
(b) Intermediate preparation levels between full-year classes 11. Assignment of teachers to steps of the schedule 12. Absence of discriminatory provisions in the salary policy 13. Clarity of policies pertaining to the teacher salary schedule 14. Consistency in recognizing advanced preparation. |
|--|---|